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COVER DESIGN

Down through Alameda County and south of the Bay, the traveler may have noticed a striking similarity in the old pump houses on many of the farms. They seem to indicate an unusual builder deserving considerable respect not only for his skill but his taste. His handiwork has a satisfying architectural character. The cornices, railings, door and window frames have refinement, and the gently sloping walls suggest an equilibrium capable of resisting the stresses of wind and water. The erection of such a water system must have established definitely the position of its owner.

Things That Can't Be Said in Words

We find those occasions coming to us in life when our reaction is one of great feeling. These deep, meaningful feelings deny us opportunity to express them in words, for words are very weak

and faulty when we would convey our true feelings.

This is my final message to you through California Schools as Superintendent of Public Instruction. To every one of you I say you have been kind to me to forgive mistakes, you have been courteous to me when I have failed, you have been unfailingly loyal and you are indescribably friendly.

My last message to you should be twofold: one part of gratitude, one part bespeaking continuity of your helpfulness for my successor. No one can ask for more than you have given me.

Feelings of appreciation and grateful gratitude overtax my power of expression. Feelings of friendship which I deeply enjoy cannot be said on paper. Feelings of confidence, of compliment, and of praise for each of you for the great leaders and personalities you are cannot be spelled in letters.

My feelings of anxiety that the future may offer me occasion to help you as you have helped me are real and difficult to tell. Hopes for continuing success for you are hard to write to you.

All these and more are real feelings as I say an official goodbye. These are "Things that can't be said in words."

" Lerry

Superintendent of Public Instruction

George Philip Morgan

Dean of County Superintendents of Schools

George Philip Morgan, Superintendent of Schools, Tuolumne County, 1887-___! Here is a record unique in the annals of education in California. Here is a record deserving of recognition in California Schools. At least one prophet finds himself honored in his own country.

Three score and ten years ago a merry lad, resplendent in red top boots, whistled the latest popular tune and dreamed of the day when he would wrest wealth from one of the many gulches surrounding Columbia. Surely he could do what drunken Pete had done not two weeks before. Pete had stumbled over a "rock" which assayed better than \$2,000.

Ever since then Phil has been gleaning wealth. He delves not in the hidden depths of the earth, but in the minds of youth. The treasure he seeks is imperishable. Long after man has ceased to value gold, rubies, platinum, and diamonds above music, art, truth, and noble living, the treasures Phil Morgan has brought to light will be valued above all material possessions.

Here is a man whose life teaches, if we will but learn, a great lesson. Born and reared in the little town of Columbia, Tuolumne County, he early determined to follow the injunction, "Do the work which lies nearest thy hand." Hundreds of his fellows followed the rosy paths which promised wealth, position, honor, or fame. He was content to labor at home for the joy of laboring. Throughout the years he found his reward in training the children, the grandchildren, and the great grandchildren of those who had been his playmates.

Nearly a century ago Hawthorne conceived the story of *The Great Stone Face*. Today we find an exemplification of this story in the life of one who lives simply, who works enduringly, who faces the future cheerfully. Like Ernest, his thoughts are honest thoughts, his deeds are noble deeds, his life is an example for those who believe in the eternal verities. With Longfellow we say,

Thanks, thanks to thee my worthy friend, For the lesson thou hast taught.

Friend, educator, citizen, we hail thee, George Philip Morgan. How grand it is, this tribute which you are, which your life is, to education in our commonwealth—as friends who admire you greatly we greet your half century of magnificent service to California public schools.

A Review of the Program and Activities of the State Department of Education 1929 to 1936, Inclusive

Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief, Division of Research and Statistics

On February 11, 1929, Vierling Kersey, then Assistant Superintendent of Schools for the city of Los Angeles, was appointed by Governor C. C. Young to succeed William John Cooper, upon the latter's resignation to accept appointment as United States Commissioner of Education, as Superintendent of Public Instruction for the State of California. On February 1, 1937, just ten days less than eight years after his original appointment, Superintendent Kersey will resign his office as Superintendent of Public Instruction to return to the city of Los Angeles as City Superintendent of Schools.

The eight years during which Vierling Kersey has served the State of California as Superintendent of Public Instruction have been years crowded with activity and events, years richer in progress and achievement than any comparable period in the history of public education in this state. It can be stated without any slightest question of doubt that this period has been without parallel, both in respect to the significance of the progressive development of public education within the state and with regard to the profound influence which the activities of the State Department of Education have exercised on that development.

It is but fitting that at this time a general review be made of some of the more significant of the many achievements in public education in California during the period of Mr. Kersey's service as Superintendent of Public Instruction.

Many changes have taken place in the program of public education in California during the past eight years. During that period general economic and social conditions throughout the world attained the highest level of prosperity reached since the World War of 1914-1918, and then dropped to a depression level below any previously reached during the twentieth century. At present, recovery has been advanced to the point that we can now be fairly sure of at least a decade of continued improvement. These general social and economic changes, with their corollary changes in modes of living, in industrial employment, leisure, esthetic and cultural activities and even in attitudes and ways of thinking, have had far-reaching influence on the program of public

education everywhere. Some of these influences were definitely harmful, both temporarily and permanently. Others resulted in but temporary hardships and injuries. Still others must be viewed as having had definitely beneficial results.

During the period of high economic prosperity, culminating in 1931, the program of the public schools was expanded and developed in response to the educational desires of a people who were, in the main, well satisfied and prosperous, to the point of providing as nearly universal, free opportunity for education for all minors and adults as has been attained in this state.

From 1929 to 1931 the expansion of public school facilities for junior colleges and for adult education was uninterrupted. The performance of many new types of service, previously not considered as functions of the public schools, was delegated to the schools. Thus the program of health service, involving the services of school physicians, nurses, dental hygienists, school dentists, psychologists, and psychiatrists, and bringing with it extension of the program of education and care of physically handicapped children, nutrition of underweight and pretubercular pupils, establishment of preventorium, sanitarium, and hospital classes, adaptation of physical education activities to the needs of pupils requiring corrective exercises or special activities, and the establishment of rest periods in lieu of activity programs for those children who were unable to participate in physical activity, was expanded and augmented until it affected the entire educational program. The transportation of pupils came to be accepted as an essential part of the school's responsibility, and as a result a whole new field of service was developed. The whole field of individual pupil guidance, educational, social, and vocational, was opened, explored, and added to the responsibilities of the public schools. The employment of specially trained individuals as supervisors of instruction in the specialized fields of art, music, home economics, vocational subjects, and even in the academic fields, for the purpose of making available to the generally trained teachers the services of those having more highly specialized training, so that instruction and thereby learning might be improved, came to be accepted as desirable and necessary.

The depression, coming so suddenly during this period of general prosperity and of expansion of the program of public education, resulted in a rapid shrinkage of the educational structure, first reducing and then all but eliminating most of those portions most recently added to the educational structure. The serious curtailment of the educational program which resulted after but a short period of general expansion, caused both educators and the general public to view with alarm the disappearance or contraction of the newer phases of the work of the

schools. A revaluation of the entire educational program, already under way, was stimulated. Traditionally established practices were judged to be less sacred and untouchable than the inertia of traditional acceptance had previously dictated. Consequently, a period of challenge, criticism, evaluation, and experimentation opened. We are now still in the beginning of this period. Its close undoubtedly will chronicle the passing of much of the traditionally accepted content, procedures, methods, organization, and materials of our public school activities; it will most probably rescue from among the cast-offs of the depression many of the newer services and functions which a modern generation considers of greater immediate value than much of the present educational program which no longer seems to be directly functional.

Throughout the past eight years, the State Department of Education has consistently been conscious of the responsibility it bears for assisting in directing the educational forces of the state to the accomplishment of worthy social objectives. The educational objectives which the Department has from time to time adopted, promoted, and in greater or lesser extent accomplished, have been adopted definitely and consciously for the purpose of contributing in so far as possible to the attainment of greater social good. A brief resume of some of the most important of these objectives and of the status of their accomplishment will suffice to indicate this to be a fact.

IMPROVEMENT OF INSTRUCTION

The most fundamental element of a successful school system is successful teaching. Recognition of this fact has at all times resulted in the giving of primary emphasis upon those activities of the Department which were intended to improve classroom instruction.

A few only of the many activities which have engaged the time and efforts of the entire departmental staff in the accomplishment of this objective are here cited.

Improved Textbooks

With the help of the Curriculum Commission, the State Board of Education and the State Department of Education have adopted and pursued a policy of careful, scientific evaluation of textbooks for use in elementary schools prior to their adoption by the State Board. This policy has resulted in the selection of textbooks of proved excellence and in their proper placement in the grades.

Instructional Materials

In the field of elementary education, suggested courses of study have been developed and distributed for such use as may be desired to be made locally. The extent to which these materials have come to be used indicates the real need that was felt, particularly in rural areas, for this type of service, as well as the value of the materials which were developed cooperatively by the Department and many individuals throughout the state. In the field of secondary education the Department has developed in a similar cooperative manner a considerable amount of published material illustrative of improved practices in teaching in secondary schools.

As the result of long activity on the part of selected individuals throughout the state, the Department has published a Teachers' Guide to Child Development which has had tremendous effect on the entire elementary school program of the state. The publication, intended for use of teachers of primary grades, has had wide circulation throughout the United States and in many foreign counties. A companion volume, entitled, Teachers' Guide to Child Development in the Intermediate Grades, has also been published and is proving to be as influential as was the first.

A series of bulletins under the title, "Science Guide for Elementary Schools," has been published for use by teachers. Twenty-five issues have been published, each dealing with a particular field of natural science.

The field of physical and health education has been served by publication of a volume on Physical Education Activities for Elementary Schools, which has had national and international use and recognition.

Improvement of Teachers

Much work has been done to bring about improvement of teachers. The curricula of the state teachers colleges were expanded and lengthened to a program of four years in order to insure adequate training. Continuous study of the problems of teacher training and certification has been made by the Department. Numerous committees have studied and reported on various aspects of the problem. At present a state wide committee is about prepared to submit its report recommending a revised program for teacher certification which it is hoped will have a definitely valuable effect in improving teaching service. The requirements for teaching credentials have been revised with a view to insuring superior training without doing injustice to teachers already in service.

Many conferences of regional and state wide nature have been held of teachers, supervisors, and administrators, for the purpose of developing improved knowledge, technics, and attitudes which would result in the improvement of teaching. Most significant of them are the annual conferences now held at Los Angeles and San Francisco, each attended by over one thousand interested participants.

Local teachers institutes have been stimulated to adopt conferenceseminar procedures in lieu of lecture programs in order that teachers in service may by participation and study actually secure benefits which will result in improved classroom results. The state colleges have expanded their programs of service to teachers in service to this same end.

Cooperation with county superintendents and rural supervisors has resulted in much improvement in programs of rural education. Inclusion of rural supervisors in the membership of the annual state conferences of superintendents of schools over a period of several years brought about a fuller cooperation between administrators and supervisors, to the improvement of programs of supervision.

Through the California Journal of Elementary Education, the special bulletins published in printed form, and through articles and materials published in California Schools, monthly publication of the Department established in 1930, many instructional materials have been made available by the Department to teachers and supervisors, and the importance of the responsibilities of teachers and supervisors has been continuously stressed.

Publication of bulletins and articles on adult and continuation education and of the California Review of Adult Education, has provided materials of value for teachers in this field.

DEVELOPMENT OF PUBLIC RELATIONS

It has been consistently the policy of the Department to utilize to the utmost the values to be derived from a clear understanding of lay attitudes toward the problems of public education, and from the development of an informed lay public. The Department has endeavored, not only to do all it could to maintain harmonious, cooperative relationships with such groups as the American Legion, the California Congress of Parents and Teachers, the California League of Women Voters, and similar organizations, it has also endeavored to develop throughout the state this concept of the reciprocal values of an intelligent public relations program.

Illustrative of the attempts made to utilize the advice of the general public relative to public school problems is the development by conferences of representatives of scores of state wide organizations of

all types of a "Charter for Public Education," which has been used as a basic credo or body of principles by each organization represented. This has had the effect of creating a common understanding of public education on the part of literally hundreds of thousands of our citizens.

A series of articles setting forth the purposes and character of the public school program, published in *California Schools*; innumerable conferences, cooperation with a great many local, regional, and state groups and organizations of civic, service, and social types; and many other activities, have been part of the program of public relations of the Department.

IMPROVEMENT OF RURAL SCHOOLS

By means of cooperative effort on the part of the staff of the State Department and the offices of county superintendents of schools, rural supervisors, and state colleges, the attempt has been made to improve the education of children in rural areas of the state. Demonstration schools have been maintained in a number of counties, wherein experimental procedures and improved teaching could be observed. Aid has been given in every possible way to improve the rural schools. It is believed that as a result the rural schools actually have improved as much during the past few years as they did during several decades previously.

IMPROVEMENT OF POST-HIGH SCHOOL EDUCATION

The great increase which has taken place in enrollment in all types of public secondary and higher schools during the past decade has been in large measure the outcome of improved education afforded in the elementary and high schools. Probably of equal importance as a causative factor has been the lengthening of the period of economic infancy or of economic dependence which resulted from changing economic, industrial, and employment conditions. Recognition of the need for planning to meet adequately the educational needs of the increasingly heterogeneous population of our public high schools, junior colleges, and collegiate institutions, required a definite program on the part of the State Department of Education.

Through many conferences, articles, cooperative studies, and experimentation, and otherwise, general and specific statements of the functions and purposes of post-high school education were developed which had the effect of focusing attention upon the need for adjusting curricula and instruction to the particular needs of the groups of young people enrolled in the high schools, junior colleges, and state colleges. Far-reaching will be the effects of these activities which are now reaching their peak.

IMPROVEMENT IN STATE PLAN FOR FINANCING SCHOOLS

As the result of the enactment of the so-called Riley-Stewart tax plan, the most important change in the state plan of financing public education since 1920 was effected. This plan, enacted in 1933, eliminated all previous mandatory county school taxes for the support of elementary schools and high schools, and substituted therefor additional state apportionments in approximately the amounts previously required to be contributed by the counties. This transfer to the state of former mandatory county school support placed California as third among the states of the union in the percentage of current expenditures of school districts derived from state sources.

The Riley-Stewart enactment also involved discontinuance of state taxation of public utilities and corporations, previously the major source of State General Fund revenues, and substituted a state retail sales tax and a state personal income tax for the utility and corporation taxes. The return of the operative properties of the public utilities and corporations to county, municipal, and district tax rolls broadened the local base of taxation very appreciably, thereby aiding many school districts. The adoption of the state sales and income taxes stabilized the revenues of the state. The income tax introduced the factor of ability to pay in the state tax structure for the first time.

The Riley-Stewart tax enactments undoubtedly have been of tremendous benefit to public education in California, and constitute one of the major accomplishments of the decade, in respect to the progress of the public schools.

IMPROVED EFFICIENCY AND ECONOMY IN PUBLIC SCHOOL MANAGEMENT

Before the depression forced school administrators to acceptance of the unavoidability of retrenchment in public school expenditures, the Department of Education recognized the necessity to assume leadership in a program of activity intended to secure improved economy in public school management. It was recognized that the problem did not involve alone the husbanding of the financial resources of the schools, but that it also involved the securing of the greatest possible educational returns for the moneys invested.

School District Organization

For many years attention has been called to the fact that California's system of school district organization, with nearly three thousand independent elementary school districts, about three hundred independent high school districts superimposed thereon, and a system

of separate junior college districts later set up, is not conducive to the best educational results nor to economy in the expenditure of public school funds. The Department of Education has therefore endeavored to bring this problem to the attention of the public as well as to the immediate consideration of school administrators and the Legislature by every means at its disposal.

Suggestions for reorganization of school districts in order to secure a unification of the administration of the educational program and therefore a unification of the educational program itself, and in order to eliminate unnecessary duplications in expenditures for administration, supervision, instruction, and maintenance, were made whenever possible. The problems were discussed in articles in conferences and conventions. Over a period of several years each professional organization in the state, including the State Association of Public School Superintendents, the State Association of Secondary School Principals, the California Teachers Association, the Public School Business Officials Association of California, and the California School Trustees Association, had unanimously approved the principle of larger and unified units of school administration. Specific proposals were made. Several bills, prepared by various groups, were presented to the Legislature and failed of enactment. The Department itself finally appointed a state wide committee of laymen and educators who. after nearly two years of deliberation, recommended a plan which was presented to the 1935 Legislature. It, too, was rejected by the Legislature, although a companion bill unifying coterminous districts was enacted.

This problem is one of the most vital significance. The Legislature should as soon as possible enact legislation making possible the advantages to be secured from unification of control of elementary and secondary education in single districts of comparatively large size and adequate assessed valuations.

Economy in Public School Expenditures

At the beginning of the depression the Department of Education, foreseeing the injurious effects which might come from indistriminate slashing of educational budgets, issued numerous articles relative to essential economies in education, and published an article, "First Things First in Education," which was intended to serve as a suggestion to local school boards and administrators of the sequence of importance of the various phases of the educational program, and to be a guide to prevent unnecessary and permanent harm being done in the name of "economy." This article, together with other articles of similar character, group conferences, and other activities, aided in stabilizing

the public school situation in many parts of the state. The Department, also, by various means, endeavored, and has always tried, to make school administrators conscious of their expenditures and of the local community desires with respect to genuine public school economy.

COOPERATION WITH RECOVERY AGENCIES

Throughout the depression and during the subsequent period of recovery, the Department of Education has sought to serve in every way possible to cooperate with federal and state relief and recovery agencies. It program was expanded, with little additional staff, by assigning many new functions to an already crowded schedule of activities. A group of correspondence courses was cooperatively developed for the boys enrolled in the Civilian Conservation Corps in California, and advisory service was given in connection with the educational program of the Civilian Conservation Corps camps. In cooperation with the federal administration a complete program of adult education and a system of nursery schools was developed for the purpose of giving relief work to unemployed teachers and educational service to unemployed adults. This Emergency Education Program has been administered and supervised by the Department. This program has been state wide in scope. It has provided educational service to several hundred thousand adults, and has given temporary employment to thousands of unemployed teachers. Work relief projects were developed, supervised, and administered by the Department in cooperation with the various federal agencies. Surveys of various sorts, and numerous research projects were developed, supervised, and conducted by various divisions of the Department with work relief employees paid from federal funds. These activities are still going on, constituting a serious problem from the point of the load they impose on the staff of the Department, but constituting also a district service to stabilization and recovery.

OTHER DEPARTMENT ACTIVITIES

In the following summary a few of the more important of the other activities which have been undertaken by the State Department of Education during the past eight years are briefly noted.

Education of the Physically Handicapped

The program of the Department has given emphasis to the securing of improved educational opportunities for physically handicapped children and adults. The Bureau of Correction of Speech Defects has cooperated with local school systems by providing supervision and

assistance to local teachers of children with speech defects and disorders, to the end that many thousands of such children have been materially helped or cured of their defects. The Bureaus for the Education of the Blind and the Deaf have extended a similar service, assisting in the organization of remedial classes and in providing special instruction for large numbers of children with defective vision or hearing. The Bureau of Vocational Rehabilitation has expanded its program materially and has provided educational and vocational retraining to many crippled and otherwise physically handicapped adults and has succeeded in placing them in remunerative occupations. Several surveys have been completed and published, making available for the first time complete information with respect to the incidence and character of certain types of physical handicaps.

Parent Education

The program of training of lay leaders to function as teachers of classes of parents has been carried on throughout this period. As a result, large numbers of parents have been privileged to attend these classes, deriving therefrom benefits of lasting value to themselves and to their children.

Vocational Education

The Department has extended its program of vocational training in the fields of agriculture, home economics, commerce, and trades and industries, especially through cooperative classes of students spending part time in employment and part time in school, and through such specialized programs as those for the training of policemen and firemen, until practically every high school in the state now has a vocational training program. This work, financed partly by the state and partly by the federal government, has proved highly effective.

Schoolhouse Construction

In cooperation with the Division of Architecture of the State Department of Public Works, and with the federal relief agencies, the Department of Education has assisted communities and districts in all parts of the state to secure better schoolhousing facilities. The Department has administered the funds allocated by the state for reconstruction of school buildings damaged or destroyed by the earth-quake in southern California during 1933. It has assisted in administering the state laws enacted thereafter with respect to resistance of school buildings to earthquake forces. It has assisted districts in securing grants from the federal government for schoolhouse construction as part of the recovery-relief program. Throughout

this period it has supervised all schoolhouse planning outside the major cities and has assisted in such planning in some of the cities, stressing always sound educational planning and financial economy. The value of these services can hardly be measured, but they undoubtedly represent savings and gains totaling many thousands of dollars.

Informational Service

As a result of its increasingly expanded program of service activities, the Department has had to meet a correspondingly increasing demand for an informational service of varied types. This demand has been met by means of correspondence, many times multiplied; by means of bulletins and articles of an informational type; and by the issuance of statistical statements. The attempt has been made to place less emphasis upon general, unanalyzed, uninterpreted statistical data, and more emphasis upon specialized, selected types of statistical data, carefully analyzed and interpreted, without making rash generalizations or deductions therefrom.

State Schools

The development of the curricula of the state teachers colleges to a four-year program, followed by transformation of these institutions in regional state colleges of liberal arts, has been the result of long planning and activity both within and without the State Department of Education. Revision of the teacher training curricula of these seven institutions, development of improved standards for the selection of their faculties, the solution of problems related to their personnel, housing, and administration have been matters of great importance. These institutions are now in the best condition they have ever experienced, but have many pressing needs. First among these is the need for adequate buildings and equipment to care properly for their increased enrollments.

The California Polytechnical School of Agriculture and Industry at San Luis Obispo was completely reorganized during the past five years and is now developing rapidly as a very successful school of the technical institute type. It has proved to be exceedingly efficient, both in the types of individual training given, and in its placement of its graduates.

The California Schools for the Blind and the Deaf at Berkeley have been developed materially by additions to their housing facilities. These schools are serving a great need and their services should be further expanded.

The California Nautical School at San Francisco and Tiburon has been very successful in training and placing officers for the merchant marine. Its problems are larely centered in insufficient appropriations or support, and will be easily solved if additional funds can be made available.

ORGANIZATION OF THE DEPARTMENT

The present organization of the State Department of Education was effected, in the main, by action of the State Board of Education in 1927. At that time ten divisions were established within the department. These were the divisions of Rural Education, City Secondary Schools, Adult Education, Health and Physical Education, Special Education, Research and Statistics, Teacher Training and Certification, Schoolhouse Planning, Libraries, and Publications and Textbooks.

At that time the vocational education officers of the Department were placed in the Division of City Secondary Schools as bureau chiefs. No additional divisions have been created subsequent to 1927. The vocational education bureaus have been placed under the Commission for Vocational Education, independent of the Division of City Secondary Schools. The titles of several of the divisions were changed, as follows:

Rural Education to Elementary Education and Rural Schools

City Secondary

Schools to Secondary Education

Adult Education to Adult and Continuation Education

Health and Physical

Education to Physical and Health Education

Publications and

Textbooks to Textbooks and Publications

Additions to the administrative staff of the State Department of Education exclusive of transfers within the Department since 1927 have included the following:

- 1. Assistant Chief, Division of Research and Statistics, 1929
- 2. Administrative Assistant, 1929
- 3. Assistant Chief, Division of Schoolhouse Planning, 1929
- 4. Assistant Superintendent, Los Angeles office, 1930
- Assistant Chief, Division of Elementary Education and Rural Schools, 1930

No subsequent additions have been made to the administrative staff of the Department, although the clerical staff has been augmented in order to care for the increased activities of the Department.

A number of administrative staff offices have been discontinued during the past eight years. Those which were discontinued include the following:

- 1. Chief, Division of Special Education, 1929
- 2. Assistant Chief, Division of Special Education, 1930
- 3. Assistant, Bureau of Correction of Speech Defects, 1932
- 4. Chief, Bureau of Immigrant Education, 1933
- 5. Assistant Chief, Bureau of Parent Education, 1933
- 6. Assistant, Bureau of Correction of Speech Defects, 1936

Perhaps the most significant accomplishment within the State Department of Education during the past decade or more has been the development of a departmentalized cohesiveness within the staff of the Department, toward which Superintendent Kersey has striven consistently throughout the period of his service. The cooperative formulation of a unified program of activities directed to the accomplishment of common departmental objectives intended to promote the progressive improvement of public education within the state, has resulted in specific, immediate, and valuable service to the entire cause of public education. To no slight extent has this unification of the objectives, activities, and staff of the State Department of Education been responsible for the growth of solidarity among the entire educational profession, and, consequently, for the really great strides taken by public education as a whole in the state.

Of almost equal significance has been the change in emphasis, with respect to the objectives of the State Department of Education, brought about during these recent years. Whereas, previously, the State Department was largely concerned with the promotion of the various phases of the state school program and with the performance of functions of a clerical nature, emphasis gradually, consciously, and persistently has been directed toward the service and supervisory functions of the Department.

Illustrative of this change, several particular developments may be cited. In the field of adult and continuation education, stress on the promotion of classes for adults already well educated was shifted to cooperative studies of community needs, of the types of special classes offered, and of the continuation education needs of minors whose regular educational program had been temporarily or permanently discontinued. Direct evaluation of all adult and continuation education programs was made; supervision of the instruction given in such classes was instituted; and specific regulation of the entire program of adult and continuation education was inaugurated.

In the fields of parent education and correction of speech defects, more direct supervision of local classes was provided, and stress was laid on giving specific service for the improvement of local programs, rather than on the promotion of new classes.

Throughout the program of the Department, in all of its activities and affecting all divisions and bureaus of the Department, this shift in emphasis has been felt. As a result, the work of the Department has multiplied many times, not alone in volume, but also in effectiveness.

Public Education and the 1937 Legislature

The public school system has justified its aims and objectives to the people of California. The attitude of the people is reflected in the position taken by the 1937 Legislature. No legislation detrimental to the interests of those in need of the facilities of the public schools has so far been introduced. The members of the Legislature are definitely sympathetic with the educational needs of the people. Whatever misunderstandings may have existed in the past have been swept away, as an understanding of what public education is and does has come to those who may not have apprehended the necessity of maintaining free, adequate educational programs suitable for the needs of all the people of the state.

The State Department of Education is necessarily concerned with any legislation touching upon the public school system of the state. There are various organizations in the state, including, among others, the California School Trustees Association, the California Teachers Association, the Public School Business Officials Association and the California School Employees Association, and individuals which are directly interested in public education. The State Department of Education and these organizations have the duty and responsibility of proposing legislation which has for its objective the betterment of the existing public school system. The State Department of Education freely offers its services, its knowledge, and its experience to any organization or any individual who may desire to take advantage thereof, to the end that legislative programs may be consistent and desirable.

The legislation which the State Department of Education will sponsor in the 1937 Legislature involves only those matters which experience has shown to be necessary to the efficient administration of the public school system, and falls into two groupings:

First. Proposals necessary to clarify existing provisions of law to insure the effectiveness of the law and to make its application more uniform will be sponsored. These need not be mentioned in any detail.

Second. Proposals of major importance which are deemed essential for the welfare of the public schools. The major proposals may be summarized as follows:

1. Revision of Administration of Teachers Retirement Law. The present plan of administration of this law is difficult and costly to

everyone involved in its administration because of the existing provisions of the law. To put into effect a better administration of the law, the Department of Education will sponsor a measure which will as nearly as is possible so centralize and simplify the administration of the law that practically every objectionable feature of the present system will be eliminated. The proposed measure will not affect any of the financial provisions of the law as it now exists.

The measure drafted by the State Department of Education has been submitted to the Public School Teachers Retirement Salary Fund Board, teachers and county superintendents of schools of the state, in order that their views might be ascertained before the presentation of the measure to the Legislature. The measure has been approved by all to whom it has been presented.

2. Unified School Districts. The State Department of Education believes that the measure introduced by it in the 1935 session of the Legislature (A.B. 1206, S. B. 543) providing for the voluntary unification of non-coterminous school districts, and which failed of enactment, should be introduced in the 1937 session of the Legislature with such desirable modifications as have been found necessary to meet legitimate objections heretofore made to it.

The unification of school districts is most desirable, and the Department is confident that its measure is, substantially, the most just and effective plan yet devised for bringing about unification of school districts.

The school district unification law enacted in 1933 (School Code sections 2.2000 et seq.) and which was sponsored by the State Department of Education, brought about the unification of coterminous elementary and high school, and elementary, high school, and junior college districts. Experience has demonstrated that changes in the law are desirable, particularly with respect to the selection of governing boards for such districts, and the manner of apportioning state funds for supervision. The changes proposed to be made are agreeable to the unified school districts affected, and overcome impediments to the successful operation of the law.

3. Interdistrict Attendance. The present laws relating to the attendance of pupils residing in one district and attending in another cause more friction and trouble in school administration than is desirable or should be necessary. This Department in 1935 secured the passage by the Legislature of a measure (A.B. 1343) providing a uniform and acceptable method for regulating such attendance. The Governor pocket-vetoed the bill for some reason not known. The Department feels that it is its responsibility to sponsor similar legisla-

tion in the 1937 session. The enactment of such legislation will eliminate many distressing conditions.

- 4. School District Finance. In unified school districts, particularly, and in instances where there are two or more districts under the same governing board, there has been a demand that taxes be unified. That is to say, instead of having separate taxes for kindergarten, elementary building, elementary maintenance, high school, and junior college purposes, as the case may be, there should be but one tax, the proceeds to be used in the discretion of the board. The principal provisions of the measure which has been proposed are (1) the elimination of the present elementary maintenance tax rate of 30 cents, or 45 cents if a kindergarten is maintained, and the elementary building tax rate of 70 cents, and the substitution therefor of a single tax of 80 cents, or, if a kindergarten is maintained, 90 cents, available for either or both building and maintenance purposes; (2) the reduction of the present junior college district tax rate from 50 cents to 30 cents; (3) a provision to permit high school districts maintaining a junior college to have a tax rate of \$1 instead of 75 cents; and a provision that in unified school districts there shall be a unified tax rate of \$1.50 for combined elementary and high school purposes, or \$1.60 for combined kindergarten, elementary, and high school purposes, or \$1.75 for combined elementary, high school, and junior college purposes, or \$1.85 for combined kindergarten, elementary, high school, and junior college purposes. These unified tax rates are lower in total than those now permitted for the various purposes, but the distinction between taxes for elementary building and elementary maintenance purposes is removed. The enactment of this legislation will truly make an advance in efficient school administration.
- 5. Compulsory Annexation of Elementary School Districts to High School Districts. The Department has for a number of years sponsored legislation which would compel the annexation of elementary school districts not in any high school district to a high school district. Such legislation has been opposed vigorously and has never been passed by the Legislature.
- 6. Vocational Education. There seems to be every reason to believe that the present Congress will enact a measure to take the place of the George-Elzey Act which expires June 30, 1937. The appropriation measure which Congress will most likely be asked to pass is one which will provide, subject to appropriation of matching funds by California, for the allocation of \$551,000 a year to California for vocational education, in addition to allotments made to the state under

the Smith-Hughes Law. During each of the fiscal years 1937-1938 to 1941-1942, under the measure in question, to secure the full federal allotment California would have to appropriate \$275,000, and thereafter \$550,000. Under the George-Elzey Act, California now receives \$103,000 per year from the federal government and matches it with an equal amount. Vocational education has demonstrated its worth and, accordingly, the Department of Education will request the appropriation by the state of sufficient funds during the next biennium to secure the full benefit of federal aid.

- 7. Vocational Rehabilitation. The expanding demands made upon the State Department of Education for its vocational rehabilitation services necessitate requesting the Legislature to increase the amount appropriated annually by the state for this important service from \$70,000 per year to \$120,000 per year. The funds appropriated by the state are matched by the federal government.
- 8. Textbooks. The budget for the next biennium will include for the printing and distribution of elementary textbooks the same amount as was provided for during the current biennium. This amount is less than has been estimated as being necessary. The State Department of Education will endeavor to have a sufficient sum of money alloted for the adequate provision of necessary books.

We may all look forward to the enactment of constructive legislation by the Legislature. We may be confident that the greatest of governmental enterprises, the public school system, has won the understanding and support of all the people. We promise that the public schools will never swerve from their purpose; that of providing for the people of the state and their children an education program fulfilling their needs, to the end that they may assume and maintain their rightful place in the structure of civilization.

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DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

ORGANIZATION OF A COMMISSION FOR SPECIAL EDUCATION

Announcement is made of the organization of the Commission for Special Education. The creation of this body was authorized by the State Board of Education at its meeting of October 27-28, 1936. The chief function of the commission is to serve in lieu of a Chief of the Division of Special Education to administer Board policies and School Code provisions relating to the education of exceptional children.

The membership of the commission consists of the Superintendent of Public Instruction, ex officio executive officer, and the chiefs of the following bureaus:

Bureau for Education of the Blind Bureau for Education of the Deaf Bureau for Correction of Speech Defects Bureau of Mental Hygiene Bureau of Vocational Rehabilitation

One of the first activities of the Commission will be the preparation of a bulletin on special education, which will include further statement concerning the organization and functions of the Commission. In the meantime, school superintendents and others who desire detailed information may secure it by writing the commission at Sacramento.

Division of Teacher Training and Certification

EVELYN CLEMENT, Chief

CREDENTIAL FOR SCHOOL CUSTODIANS

The State Board of Education has adopted regulations under which state credentials may be issued to non-teaching employees of school districts who are now employed in school custodial work. These regulations provide six types of state credentials for this work as follows:

- 1. School Custodian Engineer Credential
- 2. Assistant School Custodian Engineer Credential
- 3. School Custodian Credential
- 4. Assistant School Custodian Credential
- 5. School Power Plant Operator Credential
- 6. School Heating Plant Operator Credential

A credential authorizing one of t he types of service here listed may be issued to a person now in school custodial work upon receipt of application made out upon the form provided by the State Department of Education. Credentials to custodians in service will be issued upon recommendation of school superintendents or employing school officials. Each applicant must verify two years of residence in California, registration as a voter, and must submit a health certificate. A person who has secured less than two years of experience in school custodial work may receive a credential authorizing service of the type in which this experience was secured valid for a two year term; a person who has secured more than two years of experience may receive a credential valid for a five year term; a person who has secured five or more years of experience may receive a credential valid for life.

A teacher training program for school custodians is now being developed for persons who desire to prepare for this work or who plan to qualify for credentials for types of school custodial work in which they have not secured experience. The material will be published in bulletin form as soon as the teacher training program has been completed.

Bureau of Vocational Rehabilitation

H. D. HICKER, Chief

STATE WIDE SURVEY OF HANDICAPPED CHILDREN

The survey of handicapped children announced early last year is now under way. It is being carried on through WPA projects, sponsored by the State Department of Education, and has necessarily been restricted to a transcription of existing records. Projects are already opened in twenty-two counties, and approval has been given for many more projects to be placed in operation at once.

School superintendents and principals are requested to give this project their active cooperation, in order that the data collected may be complete and reliable. The information thus made available on a state wide basis for the first time will be used as a basis for planning adequate programs of physical restoration and special education.

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decisions

Modification of Opinion

Opinion in Richardson v. Board of Education of Los Angeles City School Districts et al., 92 C. D. 23, ___ Pac. (2d) ___, (California Schools, August 8, 1936, p. 261) modified to correct clerical misprision, by changing order to read: "The judgment is affirmed." (Richardson v. Board of Education of Los Angeles City School Districts et al., 93 C. D. 1.)

Appellate Court Decisions

Liability of School Districts, Principals, and Teachers for Injuries to Pupils

Where a pupil in a public school is injured while playing a game during school hours under the direction and supervision of the principal and physical education teacher of the school, the failure of the pupil to file a verified claim for damages within ninety days after the accident, as provided in section 1 of Deering Act 5150 (Statutes 1931, Chapter 1168, amended Statutes 1933, Chapter 807) does not preclude him from maintaining an action against the governing board of the school district, the principal of the school, and the physical education teacher of the school to recover for alleged acts of negligence of said teacher, for the reason that because of the inadequate title of Deering Act 5150 the provisions of the act relating to the presentation and filing of claims for damages are restricted to the class of cases embodied within the title founded on alleged negligent acts of officers and employees in connection with the dangerous and defective condition of streets, highways, bridges, building, works, or property and do not extend to cases based on general acts of negligence by such officers and employees (citing Jackson v. City of Santa Monica, 13 Cal. App. (2d) 376, petition for hearing denied by Supreme Court). (Kenny v. Antioch Live Oak School District et al., 88 C. A. D. 1, --- Pac. (2d) ---, on rehearing; superseding decision rendered in same case, 86 C. A. D. 741, --- Pac. (2d) ---.) (Page 315, October 1935 issue of California Schools.)

Attorney General's Opinions

Computation of Service under State Teachers Retirement Law

Where a teacher enlisted in the United States army during the world war, was injured, hospitalized, and discharged from the army and

for four years following his discharge from the army was unable by reason of his war injuries to teach in the public schools, he cannot receive credit toward retirement under School Code section 5.884 for such four year period. (A. G. O. NS45, November 24, 1936)

Counsel for School Districts in Actions Arising under Tenure Law

There is no provision of law requiring the district attorney of a county to represent the governing board of a school district in actions arising under School Code sections 5.650 and following, and the governing board of the district may employ a private counsel and pay him from school funds. (A. G. O. NS68, December 8, 1936)

Contributions of School Districts to Permanent (Retirement) Fund under School Code section 5.1004½

Under School Code section 5.1004½ the semi-annual contribution of \$6 required to be paid by each school district must be paid for each teacher employed, regardless of whether such teacher may be employed part time in two or more districts. (A. G. O. NS56, December 1, 1936)

Depositing of School Cafeteria Funds

The governing board of a school district has no authority because of School Code section 4.280 to deposit funds received from the operation of a cafeteria in a bank and draw thereon for the needs of the cafeteria. Such moneys should be deposited in the cafeteria fund of the district provided by School Code section 6.734. Nor may the governing board of a district pay for the auditing of cafeteria funds held in private accounts. (A. G. O. NS91, December 16, 1936)

Depositing of School District Funds by County Treasurers

There is nothing in the State Depositing Act (Statutes 1933, p. 642) which prohibits a county treasurer from depositing funds of some school districts and not depositing funds of other districts. (A. G. O. NS97, December 21, 1936)

District Contributions to Permanent (Retirement) Fund under School Code section 5.1004½

Under section 6 of Article IX and section 15 of Article XIII of the State Constitution, the deductions required to be made under School Code section 5.1004½ from apportionment of state funds to school districts in April and October of each year for the contributions of school districts to the Permanent Fund of the Public School Teachers Retirement Salary Fund Board may be made from the 40 per cent of the

moneys received from the state by the school districts which may be expended for any proper purpose after having devoted the 60 per cent of such moneys exclusively to the payment of teachers' salaries. (A. G. O. NS32, November 12, 1936)

Employment of Stenographers by School Districts

The governing board of a school district may pay the claim of a person employed by the principal for services rendered as a stenographer in preparing records at the request of the principal, and the approval of such claim by the board is sufficient authorization of the employment (citing opinion No. 6364 of the Attorney General).

In so far as there is any conflict between opinions Nos. 5374, 6364, and 7399 of the Attorney General, opinion No. 6364 should control.

(A. G. O. NS46, November 23, 1936)

Enforcement of State Board of Education Regulations Governing Pupil Transportation

The officers of the California Highway Patrol have the right to make arrests under School Code section 1.91 for violations of the rules and regulations of the State Board of Education with reference to the operation of school buses. The Legislature in granting to the State Board of Education the power set forth in said section did not exceed its constitutional authority. (A. G. O. NS51, November 27, 1936)

Lease of Property by School Districts for Playground Purposes

School Code sections 6.90-6.93, 2.981, and 6.41 do not authorize a school district to lease land for playground purposes. (A. G. O. NS41, December 30, 1936)

Payment of Salaries of Exchange Teachers

Under School Code sections 5.408 and 5.409, a school district in California may not pay the salary of a teacher of the district who is serving elsewhere as an exchange teacher. (A. G. O. NS31, November 7, 1936)

Payment of Teachers' Salaries when School Is Not Maintained

Under School Code section 5.742 the governing board of a school district may pay the annual salaries of teachers of the district in twelve equal instalments, even though the instalments might be made in months when no school was maintained. (A. G. O. NS27, November 14, 1936)

Power of School District to Trade Real Property

A school district is not authorized to trade real property owned by the district for real property owned by another party. Such property may be disposed of only in accordance with the provisions of School Code sections 6.190 and following. (A. G. O. NS57, December 8, 1936)

Publication of Calls for Bids by School Districts

Political Code section 4460, defining a newspaper of general circulation, applies to school districts in connection with the application of School Code section 6.31. Political Code section 4460 reads as follows:

A newspaper of general circulation is a newspaper published for the dissemination of local or telegraphic news and intelligence of a general character, having a bona fide subscription list of paying subscribers, and which shall have been established, printed, and published at regular intervals, in the state, county, city, city and county, or town, where such publication, notice by publication, or official advertising is given or made, for at least one year preceding the date of such publication, notice, or advertisement. A newspaper devoted to the interests, or published for the entertainment or instruction of a particular class, profession, trade, calling, race, or denomination, or for any number of such classes, professions, trades, callings, races, or denominations when the avowed purpose is to entertain or instruct such classes, is not a newspaper of general circulation.

(A. G. O. NS39, November 1, 1936)

Purchase by School District of Property Subject to Improvement District Liens

A school district may purchase property in a Mattoon Act improvement district created under the authority of Statutes 1925, p. 849, as amended, even though such act is subject to the Mattoon Act lien, except that if such purchase would result in the creation of an indebtedness in violation of section 18 of Article XI of the Constitution, because of the proportion of taxes which would have to be raised under the Mattoon Act on the lands to be acquired and in the school district would be in excess of the annual revenue of the district, the acquisition could not be made without a vote of the people as required by said constitutional provision. (A. G. O. NS41, December 30, 1936)

Restriction of Bidding on School District Liability Insurance

The governing board of a high school district in advertising calling for bids for insurance insuring its liability under section 400 of the Vehicle Code, or School Code section 2.990, may insert as a condition of the call for bids that only bids from companies having a capitalization of not less than a designated amount or a reserve of not less than a designated amount will be considered.

A school district is not required to call for bids for such insurance. (A. G. O. 11000, October 30, 1936)

Time of Payment of Teachers Annual Salaries

Under School Code sections 5.742 and 5.743, the last instalment of salary due a teacher whose annual salary is paid him in twelve equal instalments must be paid him not later than the first day of July of the following school year, and no contract providing otherwise may lawfully be entered into between the teacher and the governing board of the district (citing, but holding not applicable, *Dupuy v. Board of Education*, 106 Cal. App. 533) (A. G. O. 10983, November 14, 1936)

Verification of Complaints Filed by Governing Boards of School Districts Against Employees under Tenure Law

A complaint filed against an employee of a school district in the Superior Court under School Code sections 5.650 and following (particularly section 5.654) should be verified by a member of the board or may be verified by the board upon information and belief. (A. G. O. NS68, December 8, 1936)

FOR YOUR INFORMATION

EDUCATIONAL MEETINGS

The following calendar of state wide and regional educational meetings scheduled for the school year 1936-37 should serve as an announcement of the meetings and should assist local educational organizations in scheduling meetings at times which will not conflict with those of state wide and regional scope. Included in the calendar are the conferences called by the Superintendent of Public Instruction and those of certain educational organizations which are state wide or regional in character. Local and county meetings are not listed.

- Annual Conference of California Secondary School Principals. Time: March 22-24, 1937. Place: San Francisco.
- Annual Conference of the California Educational Research Association (Northern Section). Time: April 23, 24, 1937. Place: Fresno.
- ANNUAL CONFERENCE OF THE NATIONAL RECREATION ASSOCIATION, WESTERN DIVISION. Time: March 17-19, 1937. Place: Fresno.
- ANNUAL CONFERENCE OF BUSINESS EDUCATION. Held under the auspices of the California State Department of Education and the Federated Business Teachers' Associations of California. Time: March 20, 1937. Place: Fresno, California. Conference headquarters: Hotel Californian.
- Annual Conference on Direction and Improvement of Instruction and on Child Welfare. Called by the Superintendent of Public Instruction. Time: February 1-5, 1937. Place: San Francisco. Conference headquarters: St. Francis Hotel.
- Annual Meeting of Federated Business Teachers' Associations of California. Time: March 20, 1937. Place: Fresno, California. Conference head-quarters: Hotel Californian.
- Annual State Convention of the California Congress of Parents and Teachers. Time: May 24-27, 1937. Place: Pasadena.
- BIENNIAL CONFERENCE OF CALIFORNIA-WESTERN SCHOOL MUSIC. Called by State Department of Education. Time: March 21-24, 1937. Place: San Francisco. Conference headquarters: Fairmont Hotel.
- REGIONAL CONFERENCES OF ELEMENTARY SCHOOL PRINCIPALS. Called by the State Department of Education.
 - March 6, 1937, Los Angeles.
 - March 13, 1937, Leggitt Valley School, Cummings, Humboldt County.
 - April 3, 1937, Chico.
- SEVENTH ANNUAL CONFERENCE OF THE CALIFORNIA ASSOCIATION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION. Time: March 19, 20, 1937. Place: Fresno.
- STATE CONFERENCE ON PROBLEMS OF PROFESSIONAL EDUCATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. Called by the State Department of Education. Time: March 17, 18, 1937. Place: Fresno.

A NEW DEGREE OFFERED BY THE STATE COLLEGES

The State Board of Education at its January, 1937, meeting passed a resolution which lays the basis for providing new educational opportunities for a large portion of the teachers of the state. The resolution empowers the state colleges to award the Bachelor of Education degree. This degree will be based upon an evaluation of successful experience and educational activities as a substitute for certain academic courses. The purpose of the regulation is to provide an opportunity for the upgrading of those teachers now in service and who do not meet standards of training at present required for entry into the profession.

Teachers who take advantage of the opportunity provided by this regulation will not only be eligible to secure certain credit for non-academic work but they will in addition be able to secure a baccalaureate degree without meeting the traditional technical academic requirements involving academic majors and minors and other detailed prescriptions. Candidates for the degree will pursue programs of studies designed to be of greatest value to the teachers themselves in their classrooms and in their communities. The degree is professional in character and is not intended to qualify holders for graduate standing in the universities.

All graduates of two-year, two-and-one-half-year, or three-year curricula of the California state colleges when these institutions were normal schools or teachers colleges and who have five or more years of successful teaching experience, and all holders of California life diplomas or those who have taught five or more years in California public schools, are eligible for candidacy for this degree.

The degree will be granted upon the successful completion of 124 semester hours of college or university work or the equivalent. Of the total requirement, at least 106 semester hours of credit shall be earned in regular campus classes, extension classes, or in correspondence courses under college or university direction. A maximum of eighteen hours of credit may be allowed for experiences that can be evaluated as equivalent to regular academic work. Equivalent experiences shall be evaluated in terms of professional service units, and each such unit shall be counted as equivalent to a semester hour of credit.

Professional service units shall be allowed for professional activities involving teaching experience, travel study, published writings, specific contributions to the extracurricular and extraclass professional life of the community, participation in activities of professional orgaizations, leadership in community recreational life, active participation in the administrative activities of the school system, such as, committee work of all kinds, and experimental classroom work utilizing new methods and procedures.

The residence requirement for the degree can be met by completing a minimum of twenty-four semester hours of work in the state colleges. One-half of this requirement can be satisfied by work completed subsequent to June 1, 1934, in the college granting the degree.

The operation of the State Board regulation governing the granting of the Bachelor of Education degree shall not extend beyond February 1, 1947, and all applications for this degree must be filed and at least one summer school session of six semester hours of work completed before February 1, 1942.

CONFERENCE OF CALIFORNIA SECONDARY SCHOOL PRINCIPALS

In accordance with the wishes expressed by a majority of the secondary school principals who answered the questionnaire sent out recently from the office of the Superintendent of Public Instruction, the 1937 Conference of California Secondary School Principals will be held in San Francisco. The dates of the conference are March 22-24, 1937.

A communication will be sent to the secondary school principals at an early date, indicating conference headquarters and place of meeting and enclosing an outline of the program.

CONFERENCE ON DIRECTION AND IMPROVEMENT OF INSTRUCTION, AND ON CHILD WELFARE

The annual state Conference on Direction and Improvement of Instruction, and on Child Welfare will be held February 1-5, 1937, at the St. Francis Hotel, San Francisco. The first three days of the conference will be devoted to general and sectional meetings. For the two following days a planned program of visiting has been arranged. The general theme of the conference is curriculum development, and curriculum problems relating to every educational level will be discussed by able leaders in the field.

Special railway rates have been arranged, and ample hotel accommodations may be secured at or near the convention headquarters,

CALIFORNIA-WESTERN SCHOOL MUSIC CONFERENCE

Music educators in all levels should write in their calendar the date of the biennial convention and festival of the California-Western School Music Conference, March 21–24, 1937, to be held in San Francisco, with headquarters at the Fairmont Hotel. The convention will provide features of challenging interest and practical value—an educational congress, clinic, and festival of major proportions all in one—

involving the entire music education profession and hundreds of students of California-Western territory.

One of the important features of the program will be the rehearsals and final concert by three All California-Western Secondary Musical Organizations comprised of selected high school and junior college music students who are recommended by their teachers and supervisors. The players and singers will prepare the required music under the supervision of their local teachers and music supervisors and rehearse intensively during the three days of the convention.

The Secondary School Symphonic Band will be assembled from the states of California, Nevada, and Arizona for three days of intensive rehearsals and training, under Frank Mancini, Modesto, who will be assisted by other prominent band leaders. The band will participate in a joint concert Wednesday evening, March 24, in the Civic Auditorium, San Francisco. (Rehearsals will be open to those attending the Conference.) Arden Allen, Manager, Oakland, California.

The Secondary School Chorus will include selected students from the states of the Conference who will be trained for three days by Glenn H. Woods, Oakland, and will appear in the concert Wednesday evening, March 24. (Rehearsals will be open to those attending the Conference.) Norman E. Pillsbury, Manager, Oakland.

The Secondary School Orchestra. Dr. Alfred Hertz, well known conductor, will conduct the orchestra of selected players from California, Nevada, and Arizona. The orchestra will also participate in the combined concert Wednesday, March 24. For three days prior to the concert the students will be trained and rehearsed by Dr. Hertz, who will be assisted by other men prominent in the field of instrumental music. (Rehearsals will be open to those attending the Conference.) Max L. Gelber, Manager, Redwood City.

Costs. The enrollment fee of \$2.50 covers organization expenses and cost of music. Transportation to and from San Francisco and money for incidentals will be supplied by members, or by schools, local clubs, business firms, or individuals interested in the development of music education. The total expense to be borne by the applicant, aside from the enrollment fee, will include travel, meals en route, living expenses in San Francisco, strings, reeds, and similar incidentals. Photographs of each group will be available at a nominal cost.

Hotel Accommodations in San Francisco. The committee has made arrangements for the separate housing of boys and girls under competent chaperonage in reputable hotels located in the vicinity of the Conference headquarters. The cost of rooms per person will be 75 cents per day. Special meals for students will be available at 50 cents each.

Schedule. Members of the chorus, orchestra, and band will report for registration in San Francisco at the Fairmont Hotel, Monday, March 22 at 8 a.m. Schedule of rehearsals, clinics, and concerts will be provided later. The routine of the three day period will, of course, be suitably interspersed with recreational and social features and with opportunities for the students to benefit by important activities of the Conference.

Music. Music will be sent to accepted players or singers about January 5. Therefore, applications should be filed at once. Selection of members will be based upon qualifications as affirmed by the supervisor or director upon whom is placed final responsibility for the student's ability and preparation. Members of the chorus, orchestra, or band who have not mastered their music before the tryouts to be held the first day of rehearsal will not be permitted to take part in the final concert.

Application blanks may be obtained by writing William E. Knuth, San Francisco State College, San Francisco.

UNITED STATES CONSTITUTION SESQUICENTENNIAL

The United States Constitution Sesquicentennial Commission announces the publication of Information Sheet No. 10 prepared for the twenty-fifth meeting of the National Council of Teachers of English. Upon request copies of this publication will be forwarded to educators interested in creative writing for the schools under their direction. Requests for the material of the project for creative writing contest should be addressed to the Education Division, United States Constitution Sesquicentennial Commission, 524 House Office Building, Washington, D. C.

VISUAL AIDS

The G. & C. Merriam Company, Springfield, Massachusetts, has prepared sets of hand colored slides illustrating interesting word origins. A running lecture to be used with the slides has also been prepared. These slides are available to teachers free of charge. For information concerning the slides and lecture write Walter J. Clark, 1208 Colusa Avenue, Berkeley.

EDUCATIONAL BROADCASTS

Broadcasts Sponsored by State Department of Education

Following is the scedule of educational broadcasts to be given under the auspices of the State Department of Education. Education Today, Pageant of Youth, and Safety Musketeers are under the direction of Mary Lynn.

- EDUCATION TODAY, STATION KGO, 790 KILOCYCLES, 6:30-6:15 P.M., SATURDAYS.
- PAGEANT OF YOUTH, STATION KLX, 880 KILOCYCLES, 10:00-10:30 P.M., WEDNESDAYS.
- SAFETY MUSKETEERS, STATION KFRC, 610 KILOCYCLES, 5:30-5:45 P.M., THURSDAYS.
- ADVENTURES IN SCIENCE, STATION KXL, 880 KILOCYCLES, 8:00-8:30 P.M., FRIDAYS.
- GOLDEN DAYS, STATION KRE, 1370 KILOCYCLES, 5:45-6:00 P.M., WEDNESDAYS.
- CALIFORNIA GEOGRAPHY, STATION KROW, 930 KILOGYCLES, 1:30-1:45 P.M., THURSDAYS.

In the California Geography series, "David and Susan" is the title of a dramatization of a boy and girl traveling from Chicago to California and then touring California. Discussion of various interesting points of the state comprises the seven episodes of the broadcast.

THE DRAMA OF CALIFORNIA, STATION KFWB, 950 KILOCYCLES, 6:45 P.M., TUESDAYS AND THURSDAYS.

History personalities, customs, and legends dramatized.

MILESTONES, STATION KECA, 1430 KILOCYCLES, 4:15 P.M., MONDAYS.

Important discoveries in advancements in the fields of science, medicine, engineering, and discovery.

VOCATIONAL AGRICULTURE, STATIONS KPO, KFI, KFSD, 9:30-9:45 A.M., TUESDAYS

The Bureau of Agricultural Education with the aid of the faculty of the California Polytechnic School is offering a drama which deals with the experiences of a high school vocational agricultural boy and his teacher. Episodes dealing with classroom and field experiences of the boy and the teacher are interestingly dramatized.

Standard School Broadcast

The Standard School Broadcast elementary lesson is broadcast from 11:00 to 11:20 and the advanced lesson, from 11:25 to 11:45 on Thursday mornings over stations KFCD, 600 Kiloeycles; KFI, 640 Kiloeycles; and KPO, 680 Kiloeycles.

Period IV, Instrumentation of Music, the symphony, concert is given from February 4 to 25.

THRIFT EDUCATION

A set of booklets authorized by the American Association of Economic Education and prepared by Florence Barnard was discussed by Mrs. B. C. Clark, President of the California Congress of Parents and Teachers before the conference of County, City, and District Superintendents held recently at Del Monte. The booklets addressed to boys and girls, high school and college students, and adults, offer suggestions for the conduct of financial affairs such as saving daddy's dollars, budgeting, hoarding versus extravagance, giving from the standpoint of pleasure or service to others, inexpensive hobbies, living within one's income, ways to earn, investments, and other interesting topics of timely interest.

These booklets are:

Outline on Thrift Education

Money Management, Books I and II

Another booklet mentioned by Mrs. Clark was *The Financial Time Table* by Charles Mills DeForest, published by the American Provident Society in cooperation with the American Association of Economic Education which outlines a lifetime budget for income, savings, and reserve.

RADIO IN EDUCATION

Commissioner Studebaker announces that he has again authorized the Educational Radio Project to cooperate with the Radio Workshop of New York University which opened for a second session on January 4, 1937. Five different attacks on the problem of using radio for education are being used by the Radio Project. The five programs, all on nation wide chains, are receiving more than five thousand letters per week from admirers.

Dr. Studebaker believes that the radio coach will become a member of the school staff in the near future.

The National Broadcasting Company and the Columbia Broadcasting System are cooperating with the Office of Education in connection with the Radio Workshop established by New York University.

AN EDUCATIONAL FILM CATALOG

The Educational Film Catalog published by H. W. Wilson Company, 958 University Avenue, New York, N. Y., lists with descriptive notes 1175 films classified according to Dewey Decimal Classification and has an alphabetical subject and title index. Its first supplement, January, 1937, is now ready and lists about 425 additional films.

JOSEPH E. HANCOCK PASSES

Joseph E. Hancock, known throughout the state as an educator, passed away December 27, 1936. Born in the vicinity of San Jose, he was educated in the local schools and Stanford University. Mr. Hancock's whole life was devoted to the cause of education. He occupied the position of principal in various San Jose schools and, as his judgment in the field of education became highly valued, he held various posts of honor and distinction in his community—president of the county board of education, county superintendent of schools, president of the San Jose State College alumni, member of the national and state education associations and of the State Council of Education.

Mr. Hancock also worked actively in civic affairs such as the Young Men's Christian Association and the county charities board.

In the death of Mr. Hancock San Jose has lost one of her first citizens, and education a most worthy exponent and servitor. His life stands as a monument to the cause in which he worked.

PROFESSIONAL LITERATURE

REVIEWS

HARBY J. BAKER, and VIRGINIA TRAPHAGEN. The Diagnosis and Treatment of Behavior Problem Children. New York: The Macmillan Company, 1936. Pp. xiv + 393.

Among the most important problems confronting education and social work are the diagnosis and treatment of behavior cases. The cost of juvenile delinquency and adult crime both in actual expense to society for prevention and detection as well as in the loss of potential productive power by the offender makes it incumbent upon society to direct serious considerations to determining ways and means by which delinquency and crime may be lessened and controlled.

The high correlation between juvenile delinquency and adult crime indicates that the maladjusted child becomes the maladjusted adult. The retarded, chronically truant, behavior problem in school turns to serious crimes when the restraints

imposed by the school are removed.

The director and mental examiner of the Psychological Clinic of the Detroit Public Schools have presented a noteworthy contribution to the professional literature related to the analysis and treatment of the maladjustments of children. Such a program for the prevention of later aberrant behavior as well as a practical technique for handling immediate problems should assure this book a favorable reception by social workers, classroom teachers, teacher trainers, school administrators, and supervisors.

The Detroit Scale of Behavior Factors is presented as a means of making analysis and suggesting treatment. Part II of the book treats of the administration and evaluation of the scale, a case record of which is available in an eight page separate pamphlet form under the title, Case Record Based on The Detroit Scale of Behavior Factors.

The major emphasis in the book is placed upon the interpretation of the sixtysix factors which are included as the items of the scale. These are grouped as health and physical factors, personal habits and recreational factors, personality and social factors, parental and physical factors of the home, and home atmosphere and school factors. The understanding of any educator concerning the meaning of the phrase, the whole child, so glibly used in current professional discussion will be deepened and extended by the careful interpretation presented by the authors.

Although the book is directed primarily to problems of behavior maladjustments, teachers will derive much benefit in improving their methods of dealing with the malbehavior that occasionally occurs in normally well adjusted children. Since individual guidance is the most important function of the teacher, information of the type secured by such a scale will increase the accuracy of her judgment and assure a greater degree of success in meeting the needs of children.

Although this book represents the results of six years of careful experimentation in a public school situation, the authors recognize their work as "only a beginning for a more comprehensive and intelligent approach to the problems of maladjustment and delinquency."

In conclusion they point out the responsibility of the school for the successful adjustment of human beings in these words:

Society is demanding that education produce effective results, not only in terms of academic scholarship, but also in terms of successful social and vocational living. Education must find out where its weak spots are and what must be done to eliminate them in order to avoid making life failures of children.

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Part IV presents seven typical case studies to illustrate the range of the scale. These seven studies show the gradations between behavior and non-behavior problems in terms of the total scores on the scale. The data relative to statistical objectivity available shows that the scale both in total score and in individual items meets the requirements of validity and objectivity. The scale has proved useful in diagnosis and prognosis. It will also be valuable in supporting the subjective judgment of workers with children. Some attempt has been made to show the intercorrelations between behavior causes.

The appearance of this book promises a new era in education when at least equal consideration will be given to the socially maladjusted child as is now given to the physically or mentally handicapped child. It gives promise, too, that with the development of practical diagnostic techniques more attention may be directed to those lesser degrees of maladjustment which lessen individual efficiency and demand high toll in terms of human unhappiness and social inadequacy.

HELEN HEFFERNAN

RUTH E. GROUT, Handbook of Health Education. Garden City, New York: Doubleday, Doran and Company, Inc., 1936. Pp. xii+298.

This book has been well named a handbook and not a course of study. More than one hundred teachers cooperated with Miss Grout in the development of a program in health education in Cattaraugus County, New York. Handbook of Health Education is a record of experience in "social living for the health of all" carried on by rural teachers.

Fannie Dunn in the foreword presents the peculiar advantages of the rural school such as predominates in Cattaraugus County in promoting health education. The intimate contacts with individual pupils in a small school and the available knowledge about the members of a small community make possible the establishment of desirable habits, attitudes, and understandings in the realm of health education in a measure impossible in an urban situation. The rural child bears a significant part in the health and sanitation of his own family as well as his neighborhood to an "extent difficult to equal in the more complex organization of densely populated urban areas."

The rural teacher needs guidance in taking the best advantage of her opportunities for health teaching in both school and community. Pupils and community must learn health through living. "If health is to be learned through living, the living must be genuine, which means it must be rooted in its own situation," says Dr. Dunn. Miss Grout has brought together a wide assortment of activities "rooted" in their own situations as a guide to teachers in planning their rural health programs.

Part I deals with Organization and includes techniques in organizing and applying the program, aims, and an interesting school health inventory. In the latter section is included sanitation of the building, heating, ventilating and lighting, room arrangement and cleanliness, safety, school lunch, the school program of health, individual health behavior at school and at home ("what you usually do"), and a progress record.

Two comprehensive themes have been chosen to which all of the suggested activities are related, namely Growth, and a Healthy Individual in a Healthful Community. It is suggested that the first theme be used in odd years and the second in even years. Several chapters are devoted to specific details of illustrative basic activities related to these two themes adapted to the various age levels. The health education implicit in curriculum units such as transportation, grocery store, colonial days, study of milk, etc., is suggested as well as definite study of health problems, such as A Safe Water Supply, The Relation of Animals to Human Disease, Milk, and others.

The Appendix is replete with helpful material such as lists of local agencies and health services available to rural schools, health requirements for communicable diseases, a simple first aid kit for rural schools, descriptions of school clubs "that have worked," and hot lunch suggestions.

Each section carries a selected bibliography with page references indicated.

This volume should be a welcome addition to the professional library of elementary schools eager to promote a health program growing out of everyday experiences.

GLADYS L. POTTER

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